National Congress Bulletin

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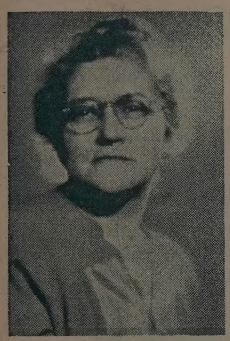
We Have Started Building!

(*Story on pages 6 and 7*)

Dear P.T.A. Presidents: . . . . . .



Mrs. Newton P. Leonard

ALTHOUGH the winter winds roar and snow still whitens parts of the country, spring will be here officially in a few short weeks. For P.T.A.'s it is a time for new efforts and for that final spurt that will carry this year's action program across the finish line. It is a busy season, with no allowances made for spring fever!

• **Among the springtime activities of P.T.A.'s are two very basic and important ones that I think of as developmental tasks.** Psychologists and educators tell us that the individual must master certain tasks at certain stages of his life if he is to become, or continue to be, a healthy, happy, useful person, capable of going on to the next level of achievement. There are developmental tasks for the child, like learning to walk and to talk; there are other tasks for the youth, the adult, the middle-aged, and the aging.

P.T.A.'s, it seems to me, have developmental tasks, too, upon which their future achievement and success depend. These are: (1) choosing leaders for the coming year and (2) participating in parent-teacher conferences and meetings, particularly state conventions.

• **The development and choice of good leaders is a basic task of the P.T.A.** You, who are leaders, know how important good leadership—democratic leadership—is to the association. P.T.A. work is carried on through committees. This means that leadership in our organization is a shared undertaking. By involving our members in planning and carrying out parent-teacher activities, we are developing potential leaders.

The requisites for leadership include: eagerness to serve children and youth; willingness, time, and energy to plan, organize, and carry out projects *in cooperation with others;* sound and comprehensive knowledge of, and enthusiasm for, our Objects and program; a concern for involving as many members as possible in our efforts; and the desire and ability to share responsibilities and tasks with others.

If you are a president who is continuing in office, you will wish to seek out persons with these qualities to serve as committee members and chairmen, and you will continue to encourage these qualities in potential officers. If you are

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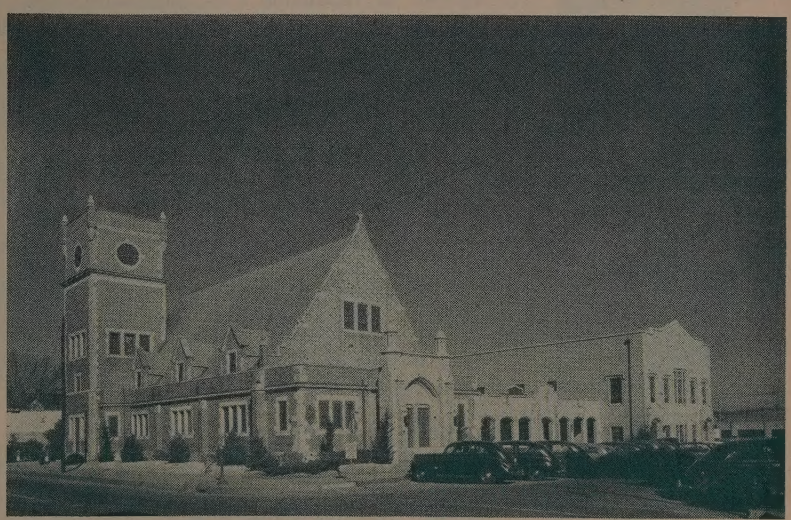
Where We Open Our National Convention



© *Meyers*

• Vesper services at St. Paul's Episcopal Cathedral, shown above, will usher in the 1953 national convention at Oklahoma City, Oklahoma, May 18 – 20. The church structure is a graceful addition to the group of new buildings in Oklahoma City.

retiring, we hope we shall not lose your services. There are many posts in which your experience and capabilities will profit your association. Think of the accomplishments of a P.T.A. that has an experienced leader to guide every part of its work! There is a goal for us! We must help every P.T.A. to develop, choose, and keep good leaders.

• **Participation in the state convention is a rich developmental experience for the local association.** Through its delegates, who both give and receive, the P.T.A. increases its own effectiveness. By exercising its voting privileges as a unit in membership with the state congress, it takes its full share of responsibility for state action. State programs and policies are not imposed from above; they are determined at the state convention by the delegate body. The P.T.A. delegate has the responsibility of presenting his unit's needs and problems and voicing its stand on programs and policies being developed by the state congress. Such participation is part of the democratic process characteristic of our organization.

The state convention provides workshops, classes of instruction, demonstrations, addresses by specialists, and opportunities for informal conferences with other leaders—local, state and national. At the convention the delegate is informed of the findings of recent research and of new trends in parent-teacher work; he learns solutions to current needs and problems and new techniques of presenting materials and getting group participation. It is his duty to bring back to the local unit the information, instruction, and inspiration that will provide a new and powerful impetus to improved work.

The P.T.A. that participates in its state convention is not wastefully "going it alone." It is particularly important that new units take advantage of the experience, knowledge, and techniques that the state congress makes available. Yet from one state comes the distressing report that of 39 new units only 3 sent representatives to the state convention. Payment of a delegate's expenses to the state or national convention is a legitimate use of P.T.A. funds, and special fund-raising events may be held for the purpose. "The P.T.A. that knows is the P.T.A. that grows" is a state slogan that we might all adopt. With reference to the convention we may say, "The P.T.A. that *goes* is the P.T.A. that knows and grows."

The association that has chosen good leaders and participated in its state convention has performed two of its developmental tasks. Guided by able leaders and possessed of knowledge and know-how gained at the convention, it will be ready and well equipped to take effective action for better homes, better schools, and better communities.

• **Wonderful news! Ground has been broken for our new national headquarters!** We have accomplished a developmental task that like others leads to new responsibilities. We must reach our headquarters fund goal. Do all your new members know about this project? Let's give every member an opportunity to share in building this center of service to children and youth.

Loyally yours,

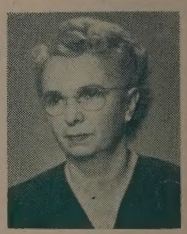
Lucille P. Leonard

Mrs. Newton P. Leonard, President
National Congress of Parents and Teachers

P.S. Our national convention is coming soon! Will you be there?

Nominated for National Vice-Presidents

Mrs. Fatland



Mrs. Nordfors

• Four national officers will be elected at the annual convention at Oklahoma City, Oklahoma, May 18–20. The following list of nominees has been presented by the nominating committee of the National Congress:

VICE-PRESIDENTS

Mrs. O. S. Fatland, Colfax, Iowa

Mrs. T. J. Mims, Greenville, South Carolina

Mrs. Herman Nordfors, Longview, Washington

Mrs. Edward T. Walker. Los Angeles, California

Each of the candidates has accepted the nomination, and each is well qualified to serve the Congress in a post of great responsibility.

Members of the nominating committee are Mrs. T. H. Ludlow, Illinois, chairman; Mrs. A. Hobart Anderson, New Jersey; Mrs. Rollin Brown, California; Ruth Powell, Arkansas; and Mrs. James P. Ryan, Arizona.

Mrs. Mims

Mrs. Walker

A Message to Local *Membership Chairmen*

From: Mrs. G. W. Luhr, *Membership Chairman*
National Congress of Parents and Teachers

A PROBLEM that besets all of us is, how can we get more fathers to attend P.T.A. meetings. Many of you have already reported on steps you have taken to bring more men into your groups. The problem came up in at least one workshop at the Indianapolis convention, and our field workers have gathered ideas in the course of their work. I am going to pass on to you some of the suggestions that have come to me from these various sources. I hope they will stimulate you to find other solutions and to share them with others.

"No P.T.A. Unemployment Problem"

● Fathers, we know, are as deeply interested in the welfare of their children as mothers are. The consensus is that more fathers will come to meetings if we hold them at times when they are free to attend and if we give them real work to do that they think is worth while. With our action program for the next three years, we face no "P.T.A. unemployment problem!" We shall have lots of jobs for fathers.

We should, of course, hold more meetings in the evening when men can come. There is a possibility that they might prefer to come Saturday afternoons or even Saturday mornings. It might be wise to send out a questionnaire to determine what time *both* fathers and mothers find most convenient for meetings.

A Pool of Baby-sitters

● If meetings are held in the evening, there may be a baby-sitting problem, but P.T.A. members have proved themselves ingenious in solving this problem. Some parents have established cooperative arrangements with other parents in the same neighborhood; one parent will sit with the children of the other family on one occasion in return for a similar service on a P.T.A. night. Boy Scouts, Girl Scouts, Camp Fire Girls, and other youth service organizations or high school service clubs might be asked to provide free sitters on P.T.A. nights as a service project.

A P.T.A. Nursery

● One enterprising father in South Carolina operated a P.T.A. nursery in the schoolhouse during P.T.A. meetings. Other fathers helped him by providing equipment. The older youngsters assisted with storytelling, art work, and games. P.T.A. night became a family affair, enjoyed by young and old.

P.T.A. members who have a sum for baby-sitting in their budgets should be encouraged to earmark a certain amount for the monthly meeting of the P.T.A.

Share the Leadership Tasks

● One of our parent education consultants said during a workshop at the national convention, "We're a little too female in this business of leadership. If we want a larger number of fathers to participate, we must have more men in positions of leadership. . . ."

We are making progress in getting men in as leaders. An increasing number of P.T.A. presidents are men. A Milwaukee unit reports that one third of its chairmanships are held by fathers. An excellent suggestion is to appoint a man as chairman or co-chairman of the membership committee.

The support of this executive committee of Liberty P.T.A. (Bangor, Pennsylvania) has helped boost their unit into the ranks of the **National Parent-Teacher** Fifty-or-More Club. And its total is climbing steadily higher. Maybe that's one of the reasons for all those smiles. F. Gladner, the local president, is seated in the center of the first row.

Men Invite Men!

● Some leaders have asked if there is any type of invitation to membership that is particularly appealing to men. I would say that an invitation signed by a man—and that's where having a male chairman of membership would help—would indicate to the father that he has a vital share in our program.

Some suggestions for increasing the attendance of men at meetings are listed on this page. I'm sure you can add many more to this list.

How To Get More Fathers To Attend P.T.A. Meetings

1. Appoint a man as chairman or co-chairman of the membership committee.
2. Send a questionnaire to all parents to determine what is the best time for *both* parents to attend meetings.
3. Suggest that parents budget a sum for a baby-sitter once a month or however often a P.T.A. meets.
4. Propose that a school service club or youth organization volunteer its members' services as baby-sitters for P.T.A. members one evening a month.
5. Have men serve as co-chairmen of committees. Try using husband-and-wife teams for these posts.
6. Prepare a roster of fathers with special skills, knowledge, or hobbies, e.g., woodworking, mechanics, photography, stamp-collecting, fly-casting, special knowledge of birds, woods, or animals. Ask them to be willing to help the school enrich its program by contributing their special services.
7. Ask men's service clubs (Rotary, Kiwanis, Elks, Odd Fellows, American Legion, Chamber of Commerce, etc.) and men's clubs at churches and synagogues, to invite a representative of the P.T.A.

(Continued on page 4)

to give a talk on fathers' responsibilities to their children. Send a man member, the school principal, or a man teacher. The basis of the talk might be found in *Where Children Come First*—Chapter VII, "Two Parents Make a Team."

8. Ask men who are members of men's service clubs, church clubs, or community organizations to serve as liaisons between the P.T.A. and other specific groups.
9. Ask men to serve on "watch dog" committees that will check on the enforcement of laws and ordinances, such as safety, traffic, juvenile protection.
10. Ask men to serve on special committees to study and make recommendations on community needs or problems.
11. Ask fathers who work with youth groups to interpret the programs of these groups to the P.T.A.
12. Ask fathers to take part in vocational guidance clinics, forums, and panels for and with young people.
13. Ask fathers to serve as liaisons with government agencies concerned with the welfare of children and youth.
14. Put fathers in charge of organizing interfaith, intercultural, and community projects.
15. Use fathers to organize cooperative programs among school and business and industry.
16. Encourage churches and other organizations to stress father's role in rearing children and to stimulate father's participation in youth activities through "fathers' days."
17. Encourage fathers to make studies in fields in which they have special competence—building construction or finance, for example.

NATIONAL CONGRESS BULLETIN

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• News travels fast when it's printed in our **National Congress Bulletin.** In a scene from the filmstrip **Teachers in Print** this P.T.A. member passes on some useful information to her neighbor.

Are *You* Coming to the National Convention?

Congress Publications on Film

• Have you wondered how the title of our new filmstrip, *Teachers in Print,* originated? It takes its name from a chapter in the Overstreets' history of the P.T.A., *Where Children Come First.* In the early days of the National Congress, leaders called desperately for parent-teacher literature to help in their work. As active as these mothers were, they could not begin to reach the thousands of parents eager to join the P.T.A. And once "circles," or units, were organized, there was the problem of interpreting P.T.A. objectives to new members. The answer lay, of course, in National Congress publications—the *teachers* that would reach out into the home, the P.T.A. meeting, the study-discussion group, the community center and explain this great new program. *Teachers in Print,* a sound slidefilm in color, shows how to adapt current Congress publications to your program.

"Tasks Uniquely Ours"

• What is civil defense? Of course, it is preparedness to meet and withstand the disaster of a possible enemy attack. But civil defense as the P.T.A. conceives it is much more than that. It is, as Herbert Gaskill, M.D., said at the civil defense workshop at the national convention, a constructive plan for better living on the home front.

Base your P.T.A.'s work on the plan developed by the National Congress special civil defense committee and presented in the National Congress publication, *A Civil Defense Plan for Parent-Teacher Associations.*

The pamphlet will help parent-teacher members fulfill our foremost responsibility, which is "to build emotional stability and security in both young people and adults." It is a guide to the tasks that are uniquely ours.

MRS. JAMES C. PARKER
National Chairman,
Committee on Congress Publications

DUES DEADLINES

Have the state and national portions of the all-inclusive dues of your association been sent to your state office? Check now with your council, district, or regional chairman for the dues deadline. Then make sure your remittance is in the mail well in advance of that date.

WHAT OUR CONGRESS PARENT-TEACHER GROUPS ARE DOING...

Stress Eye Safety

Someone once said there must be a special angel who watches over the eyes of little boys. Parents in a Long Island, N.Y., community are making his vigil easier by banding together to curb eye injuries from such toys as BB guns and slingshots.

Dr. Benjamin Esterman, opthalmologist, helped a group of P.T.A.'s in Lawrence, Cedarhurst, and Woodmere, Long Island, to form this joint safety committee with local civic and business associations. They then printed a lively safety circular and sent a copy to every family in the area. It pointed out that laws limiting the sale of BB guns and other dangerous toys are designed to protect youngsters. It's up to parents to see that existing laws are enforced.

The National Society for the Prevention of Blindness supplied the committee with statistical material and applauded its results. Toy stores were contacted and asked not to promote the sale of dangerous toys to children. Similar measures may be used to discourage the indiscriminate sale of fireworks.

Youthful Historians

Manton-Calef P.T.A. in Providence, Rhode Island, has not one historian but forty-seven! They've assigned that post to an entire class of eighth-graders at the George C. Calef School in an experiment to make their unit "more alive" to the children's conditions at school. The youngsters will compile separate running accounts in scrapbook form of the P.T.A.'s activities throughout the year.

The project originated with Francis L. Sibielski, Manton-Calef president, and was seconded by Aaron F. DeMoranville, school superintendent, and Anthony B. Ferri, principal. The pupils, delighted with the plan, are busy collecting P.T.A. newspaper releases and other publicity about the unit.

Each historian is provided with a mimeographed copy of the regular meetings and required to attend at least one P.T.A. meeting to find out how the organization works. The project is competitive, and outstanding scrapbooks will be exhibited by the unit at the state convention.

International Good Will

An enterprising young lieutenant in the United States armed forces brought about his mother's enrollment as an honorary overseas member of the Japanese Parent-Teacher Association recently. This gesture of international good will extended from Teaneck, New Jersey, where Mrs. E. G. Conoscenti is an active P.T.A. member, to Tokyo and the Hito Tsu Bashi Junior High School.

While in Japan, Mrs. Conoscenti's son met Yoshiyuki Takata, principal of the school (whose name means "the school near No. 1 bridge"), Kuranosuke Zeniya, vice-president of the Tokyo Parent-Teacher Association, and Takuma Ninomiya, of the Ministry of Education. Their memories of Mrs. John E. Hayes' visits in 1950 were still vivid, and they sent their most cordial wishes to our immediate past president. Her former interpreter, Mrs. Chiyo Yamamoto, was also present at the meeting.

Mr. Zeniya, who informed Mrs. Conoscenti of her honorary membership, was a recent visitor to the United States. He was joined by five other P.T.A. leaders from Japan in a four-month survey of parent-teacher activities here.

These six Japanese educators are shown in a radio interview with Elizabeth E. Marshall, radio and television chairman of the Illinois Congress. The topic was "P.T.A. Aids Democratization of Japan." Mr. Zeniva is shown third from left. Station WBEZ broadcast the program from Chicago.

National Convention

Program Features

1. **Addresses by eminent speakers**
   Abram L. Sachar, President, Brandeis University
   Ernest William Muehl, Professor, Yale School of Divinity
   William Menninger, M.D., General Secretary, Menninger Foundation
   William G. Carr, Executive Secretary, National Education Association.
2. **Section meetings**
   On tools, cultural values and relations, the people's responsibility to their schools, growing up in an anxious age, conservation of natural resources, parent-teacher relationships, and juvenile protection.
3. **Conference of national "tool shop" chairmen (Congress Publications, Membership, Programs, Publicity) with state chairmen**
4. **Panel discussions and symposium**
5. **Annual banquet**

● The complete program will be published in the April *Bulletin*. On page 12 of this issue you will find information on hotel reservations. Plan now to be with us May 18–20 in Oklahoma City.

Action Program on the Air

A round-table discussion of the Action Program was broadcast over the Mutual Broadcasting System on Founders Day, February 17. The program featured Mrs. Newton P. Leonard, national president; Mrs. Rollin Brown, first vice-president and chairman of the administration action committee; Mrs. John E. Hayes, immediate past president and Founders Day chairman; and Knox Walker, second vice-president.

The panel discussed the whys and hows of program projects, with first emphasis on moral and spiritual values. They also considered court curbs on hasty divorces; parent-teacher cooperation with church, school, and other institutions preparing young people for marriage; realistic financing and other school needs; and community activities for young people to help combat undesirable influences. Mr. Walker was the moderator for the round table.

Construction Starts on

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• Construction gets under way as Mrs. J. W. Heylmun, regional vice-president, lifts the first shovelful of dirt for our new national headquarters in Chicago. Looking on with approval are Mrs. T. H. Ludlow (left), president of the Illinois Congress, and Mrs. Ellen D. Link, national chairman of the Committee on Art (right).

HERE are the pictures we have all been waiting for—visual evidence that ground has been broken at the building site for our new national headquarters. Already construction has started on that dream home we have been working for these many months—no ordinary building indeed! Together we have started the steam shovels and pile drivers moving, and together we must continue to build until the job is finished.

Two of the questions most frequently asked about this headquarters project are now answered. The first of these was: When will ground be broken? The pictures give you the answer. On Wednesday, January 21, 1953, at three o'clock in the afternoon, a small group of National Congress leaders who live near by met with the contractor, the legal counsel, the architects, and a few other friends of the P.T.A. to witness the symbolic digging of the first shovelful of earth. Wielder of the shovel was, appropriately enough, Mrs. J. W. Heylmun, regional vice-president, who has been identified with our national headquarters fund from its beginning. Mrs. T. H. Ludlow, president of the Illinois Congress of Parents and Teachers, represented all our fifty state congresses; and Mrs. Ellen D. Link of River Forest, Illinois, national chairman of our Committee on Art, represented the National Board of Managers.

The second question: How can we begin to build now, with government controls and scarcity of building materials? was answered just before Christmas. The official go-ahead signal was given by the National Production Authority December 23, 1952—a wonderful Christmas gift to the National Congress!

This building will be a memorial to P.T.A. endeavor in the most literal sense as well as in the most symbolic. By the effort of almost countless P.T.A. members over a period of three years the money was raised that has made possible our purchase of the lot and the securing of a mortgage loan sufficient to proceed with the construction. Before the end of January 1953 headquarters contributions reached a total of more than $500,000! Our thanks and congratulations to every P.T.A. member who has had a share in this fund.

This is no small achievement. With not one cent paid to professional fund raisers, our membership has promoted its own fund for national headquarters. If every P.T.A. that has not yet made a contribution and every new member who has not yet had the opportunity to give should send to the state or the national office even a small gift

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• P.T.A. members and friends from the near-by area join in the official ceremony. From left to right are: William Holabird, architect; Ruth Bottomly, director of the National Office; Frank Greenberg, N.C.P.T. legal counsel; Mrs. Elizabeth Marshall, radio and television chairman of the Illinois Congress; Mrs. T. H. Ludlow, president of the Illinois Congress; Mrs. Marguerite M. Scheid, former director of field service; Mrs. J. W. Heylmun, regional vice-president; Mrs. Cora G. Barron, assistant editor assigned to administration projects; Bernard Bradley, engineer for Holabird, Root, and Burgee; Mrs. Milton L. Wiener, headquarters chairman of the Illinois Congress; Mrs. Harry E. Caylor, of the Chicago Region of the Illinois Congress; Eleanor Twiss, business manager, and Mrs. Eva H. Grant, editor, of the **National Parent-Teacher;** Robert Falconer, of Holabird, Root, and Burgee; Mrs. Ellen D. Link, national chairman of Art; and Mrs. Ralph Griffith, publicity chairman of the Illinois Congress.

Headquarters!

for this building, a prompt removal of the mortgage could be assured.

Both the accumulation of this fund and the program to which this new building is dedicated are strong testimonials to the ongoing worth of our great organization. When the cornerstone is laid sometime later this year, we will be another step closer to realization of this parent-teacher dream.

Ode (Owed) to National Headquarters

A little more work,
A little more zeal,
Are what it will take
To make our home real.

A little more interest,
A little more zest,
And before we all know it
We'll have feathered our nest.

A little more caring,
A little more cash,
And—yes, you have guessed it—
'Twill be finished at last.

—Lilyan M. Shelton, Chairman, Kentucky Committee for National Headquarters

"The Breaking of This Ground"

● The time is here—that moment we have all been so eagerly awaiting—the breaking of this ground on which will stand our national home. To us this is hallowed ground, for the building that will rise here will be dedicated entirely to the welfare of all children. Together we have worked tirelessly to make possible this home. It will stand as a symbol not only of our devoted efforts for children but as a memorial of the past and an inspiration to future generations.

And now I turn this earth and we see the beginning of our monument, which will serve as a guiding light to generations of children and youth everywhere.

—Mrs. J. W. Heylmun, at the ground-breaking ceremony

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● Newspaper photographers were on hand for the big event, as this picture shows. Not seen is the American Library Association building, which adjoins our lot to the west. Unusually mild January weather made possible an early start on the ground-breaking.

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● A busy group of "sidewalk superintendents" watches the steam shovel and pile drivers clear the ground for our new building at 700 Rush. P.T.A. members and passers-by stop to look and chat about construction, which will probably be completed some time in 1954.

Response to the News

"I shed a tear or two yesterday when your letter came telling that at last ground had been broken for our national headquarters. They were tears of joy, of course, but real tears nonetheless. . . . I have wired the good news to our state bulletin editor in the hope it will be in time for the next issue. I am eager to share the great news with the thousands of local workers who have helped to make this day a reality."

—Mrs. Charles T. Shelton, *Kentucky Chairman for National Headquarters*

"It is a real thrill to know that a start has been made on our national headquarters home."

—Carroll Fenwick, Jr., *Vermont Chairman for National Headquarters*

"How proud we will all be when the building is finished and we realize a dream come true!"

—Mrs. Milton L. Wiener, *Illinois Chairman for National Headquarters*

"What wonderful news your letter of January 21 did bring . . . ! The actual fact that we are now under construction should spur us all to do our utmost to complete our state quota—our share in that wonderful building. It seems to have come at a most opportune time. Indeed this is a great tribute and living memorial to those two great Founders of ours whom we honor this month."

—Mrs. John L. Barber, *New York Chairman for National Headquarters*

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ACTION PROGRAM

Activity and Comment

COLORADO—Our state convention program committee has been working with the Action Program to derive a theme for our next convention. I shall encourage the use of it throughout this year and consider future programs with this as a guide.

—Mrs. Cyril E. Lyster, *President*

CONNECTICUT—The Action Program was discussed in full at the meeting of our board of managers. All items were approved, but there seemed to be no specific preference for any single item. Our state officers feel that all are of equal importance.

—Sigmund Adler, *Chairman of Legislation*

DELAWARE—I think the Action Program is excellent. I have ordered one thousand copies and hope to spread them all over the state. I also hope we will use it as our 1953 state convention theme.

—Dean C. Steele, *President*

DISTRICT OF COLUMBIA—Our chairman of legislation, Mrs. Richard Radue, presented the District plan and the National Action Program simultaneously and asked that all local units study the plans in the very near future. The Action Program corresponds substantially to goals adopted by the District of Columbia Congress.

—Mrs. Frank F. Strope, *President*

FLORIDA—As I see it, the administration Action Program is splendid. It provides opportunity for wide scope of thought and action on the part of states and local associations. Better homes, better schools, and better communities are, or should be, the goals for us all. I see a very workable plan here that may be applicable to any community. Any P.T.A. can do at least some of the things suggested. There is opportunity here for a very real service to our children and youth. I am confident that in Florida we can do much to promote the program as a whole during this administration.

I am particularly conscious of the need of encouraging more and better teachers for our children. We must realize our responsibility in this respect. As we study the needs in our own states and in our local communities, we will be able to determine what phases of the program to emphasize first.

—Mrs. C. Durward Johnson, *President*

IDAHO—Let me say that I am thrilled with the Action Program as outlined and feel that the committee has done a splendid job. I am calling special attention to it in my message in the *Idaho Education News* as well as in our own state bulletin.

—Mrs. C. S. Bosquet, *President*

KANSAS—A copy of the Action Program was included in the January packet and its promotion was handled by the district directors. The January issue of the *Kansas Parent-Teacher* featured a two-page article on it.

—Mrs. R. A. Seaton, *President*

MAINE—I do like the Action Program and especially the fact that you invited the National Board to help develop it. Because of that, we now understand it and feel that it is ours. I like very much the publication presenting the Action Program. It is clear, complete, and most helpful. From the most casual study of it, locals should understand and approve it and find in it any number of workable ideas.

Here are some suggestions that have occurred to me:

1. Encourage state boards to hold a work session of small discussion groups, appealing to them to complete the task and develop details as you did with the National Board.

2. Follow this through districts and councils to the local level with increasing emphasis on "Which of the fields indicated and projects outlined are primary needs in our state (district) (community) and how can we work out solutions?"

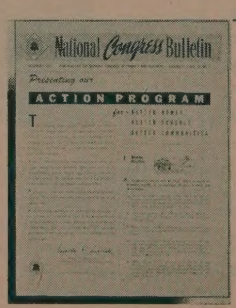
3. At district conferences and various state meetings relate the Action Program to the theme. Many state conventions now provide for one or two periods of small discussion groups. Instead of titling these "Program," "Youth Problems," and so forth, all might work on the Action Program in the various areas.

I think the program and its presentation excellent; and I hope that all will cooperate and that much progress will result!

—Mrs. Clifford O. T. Wieden, *President*

MICHIGAN—The program is excellent. We are carrying out most of it and are glad to know we are on the right track. We will certainly stress the importance of the program to our local units. It is specific. Every item shows exactly how to proceed to get things done. As an over-all program of action it could not be improved.

—Mrs. Harry E. King, *President*



THE ACTION PROGRAM

for

• Better Homes • Better Schools • Better Communities

• Was outlined in detail in the November 1952 issue of the *Bulletin*. For information concerning reprints of the program, please write to your state congress office. You will find the address of your state office on your membership card.

NEBRASKA—At a recent executive committee meeting we discussed the Action Program. Everyone had studied it beforehand, and it was the consensus of the group that the section on better communities should have priority, with emphasis on all phases of character and spiritual education and juvenile protection. This seems to reflect the majority thinking of our state.

—Mrs. A. E. Hanneman, *President*

NEVADA—I think your committee is to be congratulated for the fine program you have given us for the next three years. It seems to me there is little that needs to be added to it. There is ample suggested material for a splendid program.

I am happy to have you say that you intend to move forward on all three fronts at the same time rather than concentrate on one at a time. It seems to me that one depends upon the other as they are all closely correlated; if one is improved, the others are automatically improved. Taking them all together will give a wider variety of program material. Once again, I wish to compliment you on the format of the *Bulletin* and the clarity with which the Action Program is presented.

—Mrs. Dewey Solomon, *President*

NEW JERSEY—All the opinions received from our state officers indicated that this is a sound program which presents meticulously the parent-teacher approach to the goals of better homes, better schools, better communities. Our members also believe this to be a realistic and practical program that should provide stimuli to all locals, counties, and states. It was quite interesting to note the sections each of our members thought important. When I finished tabulating them, I found that they had covered practically the whole program.

—Mrs. A. Hobart Anderson, *President*

NEW YORK—We like the Action Program very much because it has so many ideas to offer us.

—Mrs. Charles L. Chapman, *President*

NORTH CAROLINA—The Action Program is the most challenging one to me since I have been in parent-teacher work. At the present time we in North Carolina are greatly concerned with legislation since our General Assembly met early in January and we have a definite legislative program that we are working for and that fits into the Action Program.

—Mrs. T. R. Easterling, *President*

NORTH DAKOTA—First may I state that this Action Program has been received with enthusiasm in North Dakota. From the comments that cross my desk almost daily, I note satisfaction and approval in the concrete suggestions for action in which every unit member may participate.

It is most difficult to select from this program definite portions for priority emphasis. All of the program is so closely related to the needs of our state that I feel it would be wisest to leave the choice of emphasis to the local units and recommend that they stress those portions which would most effectively meet immediate needs.

In conclusion may I commend your committee for the splendid job you have done in translating the thinking of the National Board members and setting it down in such clear-cut, tangible form. I feel quite as one of our state educators did, when he said recently after studying our Action Program, "Now here is something you can get your teeth into." The suggestions made to carry out the recommendations will be helpful to the local program committees.

—Mrs. Harold Belcher, *President*

OHIO—The whole program is so fine that one can put a finger down anywhere and say, "Start here." You may be interested to know that we have adopted the theme of this Action Program—"Better Homes, Better Schools, Better Communities"—as the theme of our state convention, October 5–7, 1953.

—Mrs. Lorin C. Staats, *President*

OKLAHOMA—I have gone through the program checking the items that seem to me especially needed in the state. I find it very stimulating and wish I were a unit president again to work under such guidance.

—Mrs. Joel Burkitt, *President*

SOUTH DAKOTA—I have gone over the Action Program and am pleased to say that you did an excellent job of it. The words are well chosen, the meanings clear; and it is well arranged. The subjects are well developed, and our thinking will become more complete as well as unified through use of this new program.

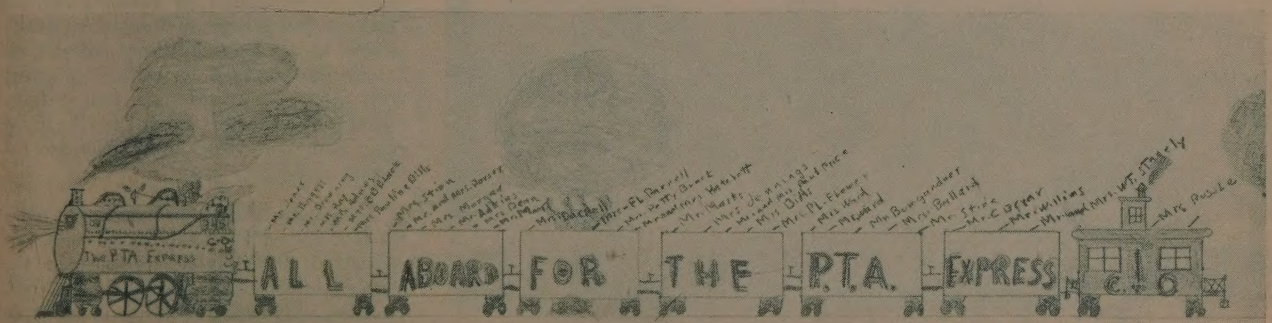
—Mrs. George L. Headley, *President*

UTAH—You are to be congratulated for assembling all the suggestions mentioned in our National Board meeting and formulating this new program.

—Mrs. Donald E. Rose, *President*

WYOMING—I wish to thank you and your committee for the Action Program for the coming years. My term as state president will end in a few months, but I will retire with greater faith in the future because we have such a program to guide us.

—Mrs. C. C. Browning, *President*



• The train you see chugging merrily along is the handiwork of sixth-graders at the Emmons School in Huntington, West Virginia. Pupils John Minichan and Jim Hatchett drew it on the blackboard for a P.T.A. membership drive. Members' names are printed beside the boxcars in the sketch, which was forwarded to us by Principal Myron Drummond.

Field Staff: Ellen Dell Bieler • Dema Kennedy

Through Our Fieldglass is prepared from material gathered by members of the field staff "on location."

Clothing Bank

A county council in a southwestern state is solving the problem of student absenteeism in the area. In 1950 the attendance counselor for the board of education reported to the council president that nine out of ten school absences were due to lack of clothing for the children. The council immediately formed a committee to meet the children's needs.

Presidents of the units in the council responded eagerly to a request for cooperation. With 15 of 20 schools in the county participating the first year, 320 children were clothed. In 1951, 17 units were active, and 807 children received aid. Many members give one day every week to the tasks of sorting, pressing, sewing, and mending donated garments.

Through the efforts of the supplies chairman, discounts have been procured on the purchase of thread, materials, and socks, and on dry-cleaning services. Other organizations are assisting with the work. The board of education provides the workrooms and the necessary equipment. When the new board of education building is completed the clothing bank will have its headquarters there.

A complete transportation service brings the children from their homes or schools to the "bank," where the school nurse, principal, or a teacher determines the authenticity and extent of their needs.

This fall all 20 units in the council participated, and by the middle of November 500 children had been clothed.

Membership Participation

The president of a junior high school unit in the southwest reports that membership increased from 130 in 1951 to 300 by November 1952. Perhaps the success of this unit is due to the philosophy of the president. She said "I'm president, but I don't do the work alone; ours is a *cooperative* venture."

P.T.A. Work a Civic Duty

"If people understood our national program, they would accept P.T.A. responsibilities and officers' posts as a civic duty," says one father, who is president of a local unit. "They would recognize that the program helps meet community needs."

This father is president of a high school unit, although his own children are still in elementary school.

• A group session in leadership training at Billings, Montana, Leadership Training Institute. Those in attendance represented leaders from a 100 mile radius around Billings. The men in the picture are local unit presidents and school administrators. Many teachers attended this Saturday meeting. Mrs. Marion Crawford, state president, is in the back row directly under "Teachers in Print" poster.

Parents Are Partners

The principal of a grade school in another community discussed various ways parents can help teachers. He emphasized the great need for parents to send children to school in a proper and happy frame of mind. He reminded parents that teachers can only supply the seed. The parents prepare the soil; and unless the soil is fertile, the school's nurture cannot succeed.

At another conference a school superintendent in his welcoming address stressed many of the points in our Action Program for Better Schools. The thinking of parent-teacher groups on such concerns as building programs, curriculums, and report cards, he said, should be utilized in joint planning conferences.

Toward Equal Opportunity

The parent-teacher organization has an unusual challenge and an unusual opportunity in one of our southwestern states, where there is a large Indian and Spanish population. To reach parents, teachers, and other citizens of different cultures and economic levels and to bring them into a democratic, harmonious home-school-community relationship is no small task. It can be a very rewarding one.

To one of our district conferences in the area came seven Navajo Indians, two Negro teachers, and the director of a school on an Indian reservation. They are considering organizing several P.T.A.'s and showed much interest in our program.

The director is interested in fostering a desire among the Indians to replace the present boarding school system of education with a public school system. To familiarize them with the democratic procedures of public education, he is promoting the election of a school board. He deplored the unequal educational opportunities on the reservation and wanted to know what the National Congress was doing specifically in this area. The consultant was happy to cite the 1951–52 legislation program with its recommendation that educational opportunities equal to those of other American children be provided for Indian children.

One of the Indian women at the conference voiced her faith in the value of education, but felt it undermined the respect of children for their parents. She described the difficulties of children returning to "hogan" living after receiving an education. In this area of home-school relations, undoubtedly the P.T.A. could be of great value.

The formation of P.T.A.'s among the Indian and Spanish population of the rural areas is being encouraged by an adult education leader from one of the great foundations. In addition to helping adults to identify their own educational needs, this leader is urging them to work for improved educational opportunities for their children. He sees the P.T.A. as an effective means to accomplish these goals.

He attended one of our district conferences and was eager to obtain our National Congress publications, particularly the Spanish translation of the *Parent-Teacher Manual.* (Did you know our manual has been translated into Spanish and has served as the basis for Japanese and German parent-teacher manuals?)

A week later he arrived at another district conference, this time bringing with him a group interested in organizing a local unit. The district director supplied the group with many of our publications, including several copies of the Spanish manual. To the new unit we wish every success.

* * *

In this same area a city council of P.T.A.'s is on the road to becoming a county council. It has written to all the rural schools, inviting them to organize local units, which would then become members of the county council. The leadership of such a strong council would benefit the locals greatly.

Youth Joins the Partnership

Conferees in one district attended a meeting of the P.T.S.A. (Parent-Teacher-Student Association) of a local high school. The role of high school students in implementing the Action Program was the general topic.

There was a challenging discussion of the causes of juvenile delinquency, in which parents, teachers, and students took part. The young people stressed the responsibility of the school to encourage students to complete the high school course. "Dropouts," they felt, had few prospects of employment in the area and drifted into delinquency.

On the problem of late hours, the parent-student group agreed to take action. They planned a meeting in the near future at which a possible code of action would be discussed.

* * *

The student council of a school in another community is already establishing a student code of ethics with the aid of the vice-president of the school's P.T.A. This vice-president serves as coordinator or liaison officer between school and parents. When hazing became a disturbing problem to parents, she carried the issue directly to the students, who are now working out their code of ethics.

In another area the pupils of a small school undertook to tidy up their school grounds as their contribution to the observance of American Education Week.

* * *

In one southwest area teachers on the P.T.A. executive board are provided with substitutes, paid by the school board, to enable them to attend the district conferences.

* * *

One unit (with a membership of 474) decided the best possible use of its funds would be a project to promote teacher-parent-student understanding and friendship. They therefore decided to make their first meeting a "get-acquainted" family picnic. The families brought their own chicken, and the P.T.A. provided the rest of the food. An attendance of 300 was expected; 700 came!

Conferences in this area are outstanding, for mutual confidence and understanding prevails among parents and teachers.

* * *

In another section of the state all the schools in one town closed early on the day of a district conference so that all the teachers might have an opportunity to hear the presentation of the National Congress Action Program. Questions during the coffee hour indicated their genuine interest, but also showed that some teachers had distorted notions of the true function of the P.T.A. They erroneously regarded it as a money-raising organization instead of the strong force for good home-school-community relations that it is.

Some of them were not aware of the achievements of P.T.A. legislation programs in improving the welfare of teachers.

If teachers are to be effective partners, we must make every effort to help them achieve a true understanding of P.T.A. aims and purposes.

Rural Council Fights Fever

The tick that transmits Rocky Mountain spotted fever has suffered a severe setback at the hands of an energetic rural council in the West. The disease is not one to trifle with. It is characterized by high fever, headache, pain in the bones and muscles, a red, spotted eruption, and mental symptoms. The area the council serves was so heavily infested with ticks this year that even going into the back yard to hang out the laundry was a risk.

Fortunately a vaccine has been developed that induces immunity to the disease. The council, fulfilling its responsibility as "community integrator," enlisted the cooperation of the state medical association, the county nurse, and the county commissioners in setting up an inoculation program.

The local units sponsor the "tick shot project," arranging for a doctor and registered nurse to assist the county health nurse. The county commissioners meanwhile order the vaccine and advance funds for the inoculation. Individuals pay a nominal fee of fifty cents for the shots.

Under the council program more than three thousand persons have been inoculated and can now defy the disease-bearing tick.

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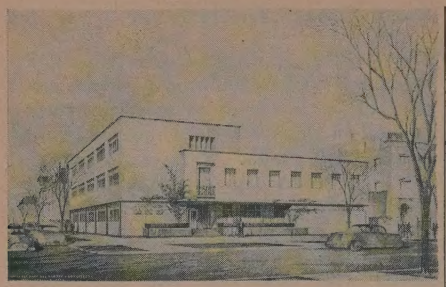
Participants at the recent leadership training institute held in Columbus, Ohio. Local, council, and district leaders turned out from sixty-five miles around to take part in the two-day session at the Deshler-Wallick Hotel. State congress officers were not within the range of the camera, which shows only half the audience.



More News About Our Headquarters

THE recent upward trend in headquarters contributions from various states is an indication that the state chairmen—in whose hands the major job of promotion now rests—have discovered many new methods of reaching their local units.

• KENTUCKY issued special mimeographed contribution forms and appointed district headquarters chairmen to spur local contributions. As a result an almost constant stream of gifts for headquarters from Kentucky P.T.A.'s seems to have been set in motion.

• NEW YORK *keyed* its convention to national headquarters, following through on its district conference slogan of last spring, "Be a Key Member: Quarters for Headquarters." Gilded keys of assorted sizes (from key-collecting projects in local communities) were tied with blue ribbon and sold for twenty-five cents each for the national headquarters fund.

• MINNESOTA picked up New York's "Key Member" idea and adapted it for its own state convention. Local unit presidents whose P.T.A.'s had contributed 100 per cent were declared Key Members and presented with gilded keys as distinguished service medals. Banquet decorations included twelve-inch keys with the inscription, "Are you a Key Member?" And at the head table a large cluster of huge keys was stacked upright against the newest photo of our architect's drawing. In each region the director of the district with the highest percentage of local units participating in the headquarters project was proclaimed an honorary Key Member. As a guide to future contributions every district director was given a list showing the exact membership of each local unit in her district.

• SOUTH CAROLINA recommends *diminishing teas* as a pleasant and friendly way to collect Quarters for Headquarters. Each member of the state headquarters committee (or any other parent-teacher leader) gives a tea, to which she invites *sixteen* guests. Each guest contributes twenty-five cents for national headquarters ($4) and is asked to hold a similar tea for half that number of guests ($32). The *eight* guests invited to each of these sixteen teas hold teas for four guests each, and so it continues. If each of the guests invited to the two-guest teas gives a tea for one friend each, there should be more than a thousand teas in progress (provided no one has slipped up) and a very substantial sum for our headquarters project realized by the original tea-giver.

HOTEL RESERVATIONS FOR 1953 NATIONAL CONVENTION

Oklahoma City, Oklahoma • May 18–20

IF you are going to attend the national convention in Oklahoma City, Oklahoma, May 18–20, you should make arrangements as soon as possible for hotel accommodations.

The first step is to write to your state congress office for an official application form. In filling out this form please indicate clearly your first, second, and third choice of hotels, selected from the list below.

Will you also be sure to show on the application (1) the names and addresses of all persons for whom reservations are being made, (2) the exact date and hour of your arrival, and (3) the exact date and approximate hour of your departure.

When you have completed the application form, mail it to the hotel that is your first choice. Should all the rooms that have been set aside for our use in this particular hotel be spoken for, your application will automatically be forwarded to the hotel that is your second choice or will be sent on to your third choice, if necessary.

Hotel	*Address*	*Single Rooms*	*Double Rooms (double bed)*	*Double Rooms (twin beds)*	*Suites*
Biltmore	228 West Grand	$5.50–$7.00	$7.50–$9.00	$8.00–$9.00	$15.00–$20.00
Black	5 North Hudson	$4.50–$5.50	$6.00 up	$7.00 up	
Bristol	300 North Broadway	$2.00–$2.50	$3.00–$3.50		
Egbert	115 North Broadway	$2.00–$2.50	$4.00–$5.00		
Huckins	Main and Broadway	$3.50–$6.50	$4.50–$7.50	$6.50–$8.50	$15.00
Hudson	331 West Grand	$2.75 up	$3.50 up	$5.00 up	
Kingkade	17 West Grand	$2.50–$3.50	$3.50–$4.50	$5.00	
Park-O-Tell	2615 North Lincoln	$4.00–$5.00	$6.00 up	$8.00 up	
Roberts	15 North Broadway	$4.00–$6.50	$6.00–$8.50	$7.00–$8.00	$12.00 up
Skirvin	1st and Broadway	$6.00 up	$8.00 up	$7.50 up	$12.00 up

There are motor courts approved by the Chamber of Commerce, and anybody wishing such accommodations should contact Mrs. Vernoy Campbell, 1624 Birch, Oklahoma City, Oklahoma.